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ABSTRACT

The Arizona Leadership Academy (ALA) assists school leadership teams in making a positive difference in their schools and communities in order to improve the education of the students of Arizona. Participants focus on schools and communities working together, examine the role of professional growth and development for educators, develop a networking process, address the new roles of leadership within schools including shared decision making and site-based management, and learn and practice facilitation methods to assist in successfully developing and implementing school planning and change. This paper provides a comprehensive evaluation of the Summer 1992 Arizona Leadership Academy. The evaluation is summarized according to major subsections of the survey which was disseminated to participants (N=400) during the fall of 1992 (a total of 67 usable surveys were returned). Findings indicate that the experience was beneficial for the team members and leaders, faculty, and program planners. Some specific strengths noted were the emphasis on team building and interpersonal communication skills, the variety of formal and informal networking opportunities, and its positive influence upon the participants' goals of professional growth. recommendations include planning for a greater proportion of activities devoted to team building and networking opportunities. Appendixes provide a complete copy of the survey, responses to most of the survey items, and summary statistics for demographic items. (LL)

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**ASSESSING LEARNING FOR LEADERSHIP:
A MULTIMETHOD QUALITATIVE EVALUATION
OF THE 1992 ARIZONA LEADERSHIP ACADEMY**

by

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Introduction

The purpose of this report is to provide a comprehensive evaluation of the Summer 1992 Arizona Leadership Academy (ALA). This evaluation will be summarized according to the major subsections of the survey which was disseminated to participants during the fall of 1992. Written open-ended responses will be subdivided and compared by job role (survey question #1) and whether or not this was the respondent's first ALA experience (survey question #6). (The complete survey appears in Appendix A.) This breakdown resulted in the following combinations of six groups for comparison:

- 1) Team members, ALA first-timers;
- 2) Team members, ALA returnees;
- 3) Team leaders, ALA first-timers;
- 4) Team leaders, ALA returnees;
- 5) Faculty members and program planners, ALA first-timers;
- 6) Faculty members and program planners, ALA returnees.

In the interests of brevity, summary findings will be presented in the body of this report. Complete sets of responses to most of the survey items will be provided to the reader in the form of appendices. These will be broken down by the preceding six groups and will highlight key themes and illustrative typical quotes. Following these results, some conclusions and recommendations regarding the 1992 ALA will be summarized.

Background Survey Information

A total of 400 ALA evaluation surveys were sent to all involved parties in mid-October of 1992. Results were mailed back directly to the evaluator, who analyzed all surveys postmarked on or before November 30. This initial mailing resulted in a total of 67 usable surveys received. (Six additional surveys received during this time period were discarded. Four of these had no response to survey questions 1 and/or 6 and thus could not be properly classified for the comparative analysis. Two others were returned uncompleted with attached notes stating that the recipient did not attend the 1992 ALA.) Since the total of completed and usable surveys was in excess of the minimum 15% benchmark suggested for generalizability of the results, no additional follow-up mailings were done.

Demographic Information

Appendix B, Tables 1 through 6, contains summary statistics (counts, percentages, means, etc., as appropriate) for the demographic or background survey items. These provide a respondent profile or general background information.

In terms of the most frequently occurring categories, the "typical" ALA evaluation survey respondent:

- was a team member (Table 1);
- a teacher (Table 2);
- employed in an elementary school (Table 3);
- in an urban area (Table 4);
- and was a first-time ALA attendee (Table 5).

ALA Goals: Report Cards (Overall and by Job Role)

The ALA survey asked respondents to grade each of the five stated goals of the ALA on a traditional A through F report card system. The goals themselves are listed on the last page of Appendix A (following the copy of the ALA survey.) Overall summary statistical results (counts and percentages of each grade assigned per goal) are presented in Tables 7 through 11, respectively.

These tables reveal that:

- for the first two goals, the most frequently assigned grade was an 'A;'
- for the last three goals, the most frequently assigned grade was a 'B.'

Tables 12 through 16 of Appendix B show the goal/grade breakdown by job role.

Team Bonding/Building as an Overall Integrative Factor

Survey Item III treated "team building" as a separate factor in the evaluation of ALA activities. While the original responses have also been summarized and presented in detail to the 1992 Director, it was noted that such "team building/bonding" permeated all other response and goal categories. Thus, it was felt that it would be somewhat misleading to isolate team activities from the goals of student achievement, professional development and other activities toward which they were oriented. Thus, summarized tabular responses to parts (a) and (b) will be presented with emphasis given to team-building activities as they were stressed by survey respondents in their answers to these questions.

Specific Impact of ALA Activities

A number of the most frequently occurring response themes are identified and presented in the following summary matrix (Table A, page 4). As can be seen from this summary, a highlight of ALA was the improved communication and interaction among teachers, parents and the community at large. One first-time team member commented that there was "Establishment of pride in school and community" as a result of ALA involvement. "It [ALA] helped us to find out that although the team is made up of parents, patrons, educators, and support staff, a diverse group, what we all want for our students and our school is not very different. We learned to work together," commented another first-time team member.

In addition, both team leaders and returning team members had observed increased regular team meeting and interaction, as well as greater perceived team input into local decision-making processes. "There is more 'buy-in' into the decisions made within the school."

Improved staff morale was identified as a carryover benefit from the ALA experience by the first-time team members. "Happy staffers carry over to happy students."

Students were also becoming more actively involved in all phases of their learning experience, according to the first-time team leaders. As one wrote, "Students are being considered a part of the process of education rather than just the recipients of education."

One returning team leader commented on the difficulty associated with adjusting to change processes. "I like to integrate curriculum -- not everybody does. So change is hard -- it can cause hard feelings and bad attitudes."

Evidence of Impact of ALA Activities

Table B, page 5, displays some of the ways that survey respondents provided evidence of the ALA influence in the above activities.

Table A.
Summarized Key Themes:
Specific Impact of ALA Activities (Survey Question IIc)

Group	First-Timers	Returnees
Team Members	* Greater teacher-parent-community involvement * Teachers meet and plan regularly * Greater staff input into decisions * Improved staff morale	* Greater teacher-parent-community involvement * Teachers meet and plan regularly * Greater focus on improved student outcomes
Team Leaders	* Greater teacher-parent-community involvement * Greater focus on improved student outcomes * Greater staff empowerment	* Greater staff empowerment * Some problems with change process and staff morale
Faculty Members/Program Planners	* Improved interaction with interns	* Greater teacher-parent-community involvement * Better-informed leadership

Table B.
Summarized Key Themes:
Evidence of Impact of ALA Activities (Survey Question II d)

Group	First-Timers	Returnees
Team Members	* Word of mouth * Parent-community feedback * Surveys * Newspaper accounts	* Word of mouth * Parent-community feedback * Specific activities implemented (e.g., adoption of zoo animal; UNICEF; recycling)
Team Leaders	* Word of mouth * Surveys	* Greater parental involvement * Minutes of meetings and other publications
Faculty Members/ Program Planners	(none)	* Word of mouth * Surveys

The most compelling piece of evidence of ALA impact for most of these groups was the increased discussion (word of mouth) going on among staff members themselves, as well as corresponding discussion with parents and community members. As one first-time team member put it, "I get around campus and talk with many people." A returning team member stated that, "I have my personal teaching style which is changing to integrate curriculum and whole language. Our staff talks about the whole language projects going on in their classrooms." Another first-time team member observed, "Since the ALA, we, the team, have been responsible for the hiring of approximately 11 new people on our campus. This includes educators, a speech pathologist, a social worker (full time) and a new principal." This increased communication regarding the tangible usefulness of the ALA experience was supplemented, in the words of a first-time team leader, by " ... a very strong gut feeling." Additional evidence included on-site surveys, newspaper reports, minutes of meetings, and other written documentation.

Preset ALA Goals

Survey questions III,1,d and e asked the respondents to identify a goal that they had hoped to achieve prior to attending the 1992 ALA, as well as the degree to which they felt that the ALA had helped them to achieve this goal. In addition, a category called "other" goals (in addition to student achievement, professional development and team building) was established for the remaining general survey evaluation questions.

With respect to preset goals, a substantial number of first-time team members, in particular, indicated that they had not established such a goal prior to the ALA. Some of them stated that they did not know they were supposed to set a goal, while others pointed out that they had come at the last minute and had not had time to decide upon a goal. The "other goals" category in the remaining part of the survey also produced a significant number of nonresponses from all groups.

Due to the large nonresponse patterns (particularly concentrated in the first-time team member category for the preset goals question), it was decided not to analyze these responses by group in the same manner as for the other questions. That is, it was felt that subgroup comparisons might be misleading in this case. The original replies have been summarized and submitted to the Director of the 1992 Academy for his review and decision making.

Hoped-For ALA Goals: Improved Student Learning Outcomes

This question corresponds to survey item III,1,a and is summarized in Table C, page 8.

First-time team members and team leaders wished for greater staff empowerment regarding student learning as a result of their ALA experience. "Enhance staff empowerment so they believe they can make a difference in students' achievement," wrote a first-time team member. A first-time team leader commented, "Our concern this year was with staff morale and collegiality -- we were not worried about student outcomes because our students have always done well academically and socially. It's the adults who have let us down!" As observed by another first-time leader, "... our feeling is that empowerment will improve school climate, which, in turn, will improve learning."

First-time team members hoped for increased awareness of students' individual differences and academic needs. One wished for "Excellence for all children, successful, happy, fulfilling education."

Returning team members wished for better academic goal setting skills as a result of the ALA. "Provide time and assistance in generating outcomes; guidance in determining appropriate outcomes; hints to smooth and accelerate implementation of outcomes." This goal setting included long-range focus on curriculum articulation.

Returning faculty members and program planners expressed a desire for more Academy follow-up in this area. Specific strategies suggested included ongoing ALA site visitations and hands-on assistance to participants in measuring student learning objectives.

Evidence was somewhat mixed regarding the Academy's explicit focus on student achievement goals. As indicated by a returning team leader along these lines, "ALA linked all sessions and activities to enhancing student growth. I always saw that connection. That is always the question anyway -- 'What's the bottom line for kids?' " However, two new team members felt that ALA performance fell short in this area. "I went in blind and came out with my eyesight only slightly improved," wrote one. Another observed, "We have written student outcomes and specific ways to measure progress -- these tools were not provided."

Hoped-For ALA Goals: Own Professional Development

The desired objectives of the survey respondents in terms of the Academy's impact on their own professional growth and development (survey question III,1,b) are presented in Table D, page 9.

Table C.
Summarized Key Themes:
Hoped-For ALA Goals, Improved Student Learning Outcomes
(Survey Question III,1,a)

Group	First-Timers	Returnees
Team Members	* Tailor teaching/learning process to individual student needs * Increased student self-esteem * Increased staff empowerment	* Improve students' study skills * Identify desirable student outcomes * Make learning more applicable to real life
Team Leaders	* Increased staff empowerment * Identify desirable student outcomes * Learn more innovative teaching strategies	* Better long-range planning re: curriculum and desired student outcomes * Better team building with parents * Improved student motivation * Improved student test scores
Faculty Members/Program Planners	(none)	* Develop student-centered curriculum * Student empowerment re: decision-making * Ongoing ALA support, on-site visits, etc.

Table D.
Summarized Key Themes:
Hoped-For ALA Goals, Own Professional Development
(Survey Question III,1,b)

Group	First-Timers	Returnees
Team Members	* Greater networking/idea exchange * Greater input into decisions * Learning new educational methods and leadership strategies	* Greater community involvement in the educational process * Greater input into decisions * Learning new educational methods and leadership strategies
Team Leaders	* Greater networking/idea exchange * Team building/bonding * Strategies for empowering one's staff	* Improving own leadership abilities * Team building/bonding * Greater networking/idea exchange
Faculty Members/Program Planners	(none)	* Greater networking/idea exchange * Team building/bonding * Personal and professional enrichment

The two most frequently expressed goals for professional development were increased networking and team building. Regarding the desire for more exchange of ideas as a result of ALA involvement, a first-time team leader wished to "Get a 'reality check' on other professionals' accomplishments and where I think we should be going and doing." A colleague's goal was "To develop a 'we-ness' about educational goals for Arizona." First-time team members wished to network with other professionals from throughout the state. With regard to team building skills, first-time team leaders expressed a desire for facilitating more site-based group decisions and actions. A returning team leader shared that the Academy " ... has built up my confidence in myself and my teammates."

With regard to one's own professional advancement, a returning team leader wrote that the ALA " ... has helped prepare me for a principalship." A colleague was inspired by one of the keynote speakers. "David Berliner really opened my eyes. I'd like to hear, see, [and] read more about what he has to say."

One returning faculty member/program planner identified a number of professional development goals resulting from his/her involvement in the ALA. "I wanted to: i) 'recharge my own battery' and facilitate change in my workplace; ii) become proficient at creating an atmosphere conducive to change; iii) be more responsive to community priorities rather than 'outside mandates.' "

Application of ALA Experience to Goals for Student Learning

The next survey item, question III,2,a, asked respondents to identify the ways in which they have applied their ALA experience to their own goals for student learning. These results are presented in summarized form in Table E, page 12.

First-time ALA team leaders and members noted an increased parental involvement in their children's educational process. As a result of his/her Academy experience, noted a first-time team member, "I have been able to improve student learning by assisting and teaching parents to actively assist their children." A colleague noted, "I am facilitating parenting classes with other committee members ... I am involving more parents in my classroom activities." A returning ALA team member extended this increased involvement in academic achievement to the community at large.

Both first-time and returning team leaders realized their goals of greater year-by-year implementation of their teams' action plans. "We are using all the techniques learned at ALA ... with the staff. As they internalize [them] they are using [them] with the students." A returning leader pointed out that "As a team, we have finished 6 Long Range plans. They are in a 3 year implementation process with [the] team monitoring progress."

Application of ALA Experience to Goals for Own Professional Development

This survey item (III,2,b) appears in summarized fashion in Table F, page 13.

A common benefit of the Academy for both team members and team leaders (whether new or returning) was improved leadership skills. A returning team member observed, "I am moving out beyond school walls to gain support for ideas that will help the school ... I [have] become more aware of the need for teachers to speak up more and move out in efforts to influence school-related decisions." A first-time leader commented

that "Being proactive, rather than reactive, is a never-ending challenge in the principalship." Several individuals were taking a more prominent role in Site Council activities.

Related to these areas were tangible benefits regarding improved communication. "I've gained skills in interpersonal relationships," wrote a first-time team member. Stated a returning team leader, "I'm working to bridge the leadership team and staff." Part of this improved communication skill was a greater recognition of individual differences. "I'm more tolerant of different methods used by different people," wrote a first-time team member. Another commented, "I have tried to show that support people should have respect. I've done this by respecting myself as well as others. It seems to have helped."

Both the new and returning team members were participating more in outside educational activities and professional self-improvement as a result of their involvement in the 1992 Academy. One newcomer stated, "I feel I've grown by writing a grant proposal and acquiring a business partnership." Continuing education also took the form of reading more about the latest educational developments.

Faculty members and program planners spoke of enhancing their own professional leadership and facilitation skills as a result of ALA participation. One individual is "Using facilitation techniques in mental processing of strategies and needs that I see myself needing to address." Another is "Presenting in-house now to own team to empower [them] to share with others." As summed up by a returning faculty member/program planner, "Expanded networking WORKS!"

Table E.
Summarized Key Themes:
Application of ALA Experience to Goals for Student Learning
(Survey Question III,2,a)

Group	First-Timers	Returnees
Team Members	* Increased parental involvement in the educational process * Greater sensitivity to individual student differences and needs	* Increased community involvement in the educational process * Action teams planning and implementing outcomes for student learning
Team Leaders	* Increased parental involvement in the educational process * Year-by-year implementation of team's action plans	* Year-by-year implementation of team's action plans * Curricular integration
Faculty Members/Program Planners	* Input into curricular decisions	* Greater sharing of skills on-site (e.g., divisional team, site council)

Table F.
Summarized Key Themes:
Application of ALA Experience to Goals for Own Professional Development
(Survey Question III,2,b)

Group	First-Timers	Returnees
Team Members	* Recognition of individual diversity * Improved leadership skills * Improved communication skills * Ongoing education, writing and publication activities	* More assertive * Improved leadership skills * More active role in team activities * Ongoing education, writing and publication activities
Team Leaders	* Improved leadership skills * More positive self-image	* Improved leadership skills * Improved conflict management * Improved communication skills
Faculty Members/Program Planners	* Improved team facilitation skills	* Improved team facilitation skills * Greater team empowerment * Benefits of networking

How ALA Can Do a Better Job Generally

A large number of survey respondents chose to answer item III3 in total, rather than section by section. This general information will be presented in Table G, page 14.

Table G.
Summarized Key Themes:
How ALA Can Do a Better Job Generally
(Survey Question III,3 in total)

Group	First-Timers	Returnees
Team Members	* Better ALA advance planning/communication * More parent, staff and community involvement * Ongoing ALA support, on-site visits, etc. * Support from local leadership for ALA activities * More networking/idea exchange	* Ongoing ALA support, on-site visits, etc. * Greater student input into own educational experience
Team Leaders	* More team planning/interaction time * More team building skills	(none)
Faculty Members/Program Planners	(none)	* More information on the change process * More team building skills prior to action planning by teams

First-time attendees commented on the need to have more specific and detailed advance information from the ALA regarding the planned schedule of events. They also wished for a greater amount of networking and idea exchange among participating schools. "Just send out some information on what you want from people. We can't come prepared for Park 'n' Swap if the first we've heard of it is that day. We need ideas, ideas, ideas. Have each school list things they are doing, compile, duplicate and share with us. I came with no goals, spent 3 days in workshops and still did not know I was expected to have all these goals. I'm scheduled to attend a follow-up in December and I'm wondering what kind of surprises await me."

In addition, the respondents who answered this item in general specifically requested more ALA follow-up on site with help and support after the summer meetings and activities. A critical element of such follow-up is support from local leadership. "In all areas or goals the ALA needs to clearly state that follow up at the school site is necessary. The problem in our case is that our administrators did not even begin the implementation of the program."

A returning team member felt that such local support needed to extend beyond school walls to the parents and community at large. "I think you did as well as can be expected in these areas [Survey Item III3 goals]. The real problem, I think, is that students and parents are not taking the responsibility for their own achievement. How can the schools address this?"

A returning faculty member/program planner felt that there should be more learning and reinforcement of team skills prior to actual team activities. "Before teaming (school/district) have mini-sessions in each area ... which are more specific to each of these areas than general sessions. Do in addition to -- not in place of."

A second theme expressed by another faculty member/program planner was that of needing to teach change-management skills more effectively. In addition, this respondent thought that in some cases, teams moved to activities before having the necessary time and experience to acquire team skills. He/she wrote: "For all [of ALA Survey Item III3]: i) stick with teaching the processes for making change happen effectively; ii) move to action planning only after teams have demonstrated understanding of the process."

In general, a number of participants from various levels expressed overall satisfaction with the way in which the 1992 Academy experience helped them to achieve their goals. One newcomer/team member wrote: "Please note: In answer to all of the following (parts of Survey Item III3) is -- I feel we have experienced success with the goals we received from ALA. This shows as stated in number II - Rating of Mission Statement. We are continuously seeking ideas and improvement and [are] flexible to change. I feel we will continue to be a success-oriented staff and willing to help all involved staff, parents, and community." A returning team member echoed this sentiment by stating: " [The] '92 Arizona Leadership Academy was the best that I have attended."

How ALA Can Do a Better Job in the Future:
Goals for Improved Student Learning

Evaluation survey item III,3,a asked respondents to identify ways in which the Academy experience can be improved with regard to student academic achievement outcomes. The summarized themes are displayed in Table H, page 17.

Several key themes dominated the survey respondents' wish lists from ALA in this area. Prominent among them was the need for even more information on the latest educational developments, methods and procedures. "Tell us what others are doing that has worked," was expressed by several individuals in slightly different words. A first-time team member requested "More communication and inservices on essential elements of teaching and essential skills of students." "Review learning theory, if possible," wrote another. "Provide a variety of formats (models) for improving [the] student at (other) schools." A first-time leader offered the following suggestions: "Present ... various models of restructuring and the implication of each model, i.e., flexible scheduling; interdisciplinary teaching when teachers have no common prep[aration]." Another colleague wrote, "Discuss Control Theory in Classroom -- Glasser & Adler and self esteem. Academics is not everything." "Keep us posted on current trends/research -- and what the legislature is doing," suggested a returning team leader.

In addition to structured ALA and school networking for such idea exchange, the speakers were seen as another valuable source of the latest educational trends and techniques. A first-time team member requested, " ... please continue keynote speakers (with a specific message and helpful guidelines for teachers and administrators) and workshop leaders." PDK was identified as another potentially valuable source of keynote speakers by another survey respondent.

One first-time team member felt that the ALA had not placed enough emphasis on student academic achievement in its overall planning. "Focus more clearly on this area [improved student outcomes]. Student learning wasn't dealt with to any degree -- Bring in some people who have ideas to share."

The theme that all students can learn and succeed also needed to be emphasized by the Academy. "Provide information on instructional strategies for teachers. Ways to reach all students and to insure that all students have some success. Information that stresses focusing on children, not programs."

Table H.
Summarized Key Themes:
How Can ALA Do a Better Job in the Future
with Respect to Goals for Improved Student Learning
(Survey Question III,3,a)

Groups	First-Timers	Returnees
Team Members	* More sharing of successful programs, processes and materials * More time and activities designed to improve teamwork * More speakers	* More information on current educational research and latest developments * Greater variety of small-group sessions * Keep focus on student learning and active involvement
Team Leaders	* More sharing of successful programs, processes and materials * More information on current educational research and latest developments * Keep focus on student learning and active involvement	* More sharing of successful programs, processes and materials * More information on current educational research and latest developments * More time and activities designed to improve teamwork
Faculty Members/Program Planners	* More specific tracks in the area of student academic achievement	* Better planning and integration of ALA timetable/calendar

Other survey subjects stressed the need for greater active student involvement and input into their own learning process. This could involve participation in the ALA itself. "Bring students in to present what works and what doesn't work at their school."

As with the other stated goal categories, the team approach strongly permeated the responses and suggestions. It was recommended that the Academy approach the goal of improved student learning with greater time and opportunity for related team activities.

One returning team leader specifically requested "More time for teams to work together with a trained facilitator."

A first-time leader summed up his/her assessment of the Academy's performance in this area as follows: "This program was outstanding. Prearrange [for] more schools to participate in developing teams for positive learning environments."

How ALA Can Do a Better Job in the Future: Goals for Own Professional Development

The suggestions for the Academy regarding subjects' own professional development (survey item III,3,b) appear in summarized form in Table I, page 19.

Newcomers from both the team member and team leader subgroups expressed the desire for even more team time and activities as part of their professional development. "There was much to learn at the Arizona Leadership Academy. (Please allow for more time -- to work in groups.)," wrote a first-time team member. A first-time leader specifically requested "More group activities -- [and] less lecture." Another first-time leader identified the benefit of such group activities in identifying uniquenesses of the team members. He/she recommended "More team building activities so we can see individual strengths of our members."

As with the previous (student achievement) goal category, respondents saw the value of learning the latest educational trends in terms of their own professional growth and development. One newcomer/team member recommended "More teaching methods for teachers who have not taken classes in the last 15 years." Another colleague commented that, "With site [based] management becoming more prominent in education, it becomes increasingly important to broaden the scope of ALA." Increased networking and exchange of ideas, including even more non-local (out-of-state) speakers, was seen as one vehicle to such professional enrichment. "Help them [ALA participants] be successful -- provide information, networks, and time to work together."

A wider variety of individually tailored activities was seen as a prominent source of professional growth and development. A first-time team leader suggested that the ALA "Provide more of a 'menu' of activities for participants -- some things need to be common for all but everyone is at a different level of life, openness and experience."

Table I.
Summarized Key Themes:
How Can ALA Do a Better Job in the Future
with Respect to Goals for Own Professional Development
(Survey Question III,3,b)

Groups	First-Timers	Returnees
Team Members	* More time and activities designed to improve teamwork * Greater support from local leadership * More sharing of successful programs, processes and materials * More information on current educational research and latest developments	* More information on the change process * More information on current educational research and latest developments
Team Leaders	* Wider variety of activities tailored to individual needs * More time and activities designed to improve teamwork * More information on current educational research and latest developments	* More forums * More out-of-state speakers for wider exchange of ideas
Faculty Members/Program Planners	* More evaluation studies like the present one	* More evaluation studies like the present one

A concern was expressed regarding lack of support from local supervisors for continuing with the activities begun at the Academy. "In our case ... our administrator did not even begin implementation of the program," wrote one first-time team member. A colleague recommended that the Academy "Inform administration that staff participation is essential and should be encouraged [and] not feared."

The faculty members and program planners singled out the benefits of periodic evaluation of the ALA. "Seek input like this [survey]," wrote a returning member of this

group. "Plan future Academy based on feedback from participants," and "Use input to plan FUTURE contacts," were suggestions made along these lines.

Three Things You Would NOT Change about the ALA

Survey question 4 asked the respondents to identify three things that they would not change about their Academy experience. These are presented in Table J, below.

Table J.
Summarized Key Themes:
Three Things You Would NOT Change about the ALA
(Survey Question 4)

Group	First-Timers	Returnees
Team Members	* Location (Flagstaff/NAU) * Lodging/food * Speakers * Leaders * Team time and activities * Speakers	* Location (Flagstaff/NAU) * Lodging/food * Speakers * Team time and activities
Team Leaders	* Location (Flagstaff/NAU) * Exchange of new ideas * Speakers * Team time and activities * Social activities	* Team time and activities * Separate principal planning time
Faculty Members/Program Planners	* Quality of faculty teams * Team time and activities	* Don't change anything * Location

The location of the ALA experience came in for frequent praise from the team members, as well as returning leaders and faculty members/program planners. "This provides the environment which encourages focus," observed a first-time team member. "Keep it in Flagstaff," stated another. "I liked the layout of the building and the meals -- everything was convenient and did not distract us from our sessions," observed a first-time team member. "Super facilities (mountain view) easy to get to and talk with other groups/teams." "... Rewards are important, even to adults," commented a returning team member in praising the food and lodging.

A second feature of the Academy enjoyed by all these groups was the speakers. "You have always had excellent speakers. A couple of addresses I heard 3 years ago are helping me now as I work with others to formulate a new 5-year plan for the school. Although I am only one of many, I feel that I have the right and ability to openly pursue input about things you were interested in." A returning team-member colleague noted, "I liked the variety of presentations which one could be a part of because you received input about things you were interested in." The speakers, according to a first-time team member, " ... could, and in one case did, provide information which was valuable to our goal."

The social activities planned and conducted by ALA provided tangible benefits that extended beyond the recreation itself. According to one subject, they were a good opportunity to " ... relax and meet others in [a] different atmosphere." "People can relax and work together better in an informal atmosphere," commented another. With respect to the principals' wine and cheese, a respondent pointed out that " ... we don't socialize enough -- and it is lonely at the top??!"

As with all of the other categories of goals, team time and activities were repeatedly singled out as a particular overriding strength of the Academy. "It is important to have time to work with your team and to share and work with the people in your Base group. If this is not available it is hard for you to accomplish the goals you have set for your team." A first-time team leader observed that team time " ... brought us together ... " and identified a resulting " ... sense of pride."

The team leaders particularly appreciated the time and activities tailor-made for them to do some advance planning. "[The] Principal needs some separate time without [the] team to be apprised of plans for the week. Team members expect [the] principal to give input into specific plans."

The increased opportunity for networking and sharing of ideas was valuable to participants regardless of their job level. Said a first-time team leader: "I learned new methods for working with groups, made new friends and found that other administrators have similar problems." A colleague pointed out the value of "Sharing of what is happening on the plus side of education throughout Arizona and [the] rest of [the] country." "The display of activities and events going on in various districts -- builds networks and generates ideas," according to a returning team member.

Some specific activities mentioned as being valuable included True Colors, the Diversity Walk, and the Olympics sports events.

Two first-time faculty members/program planners appreciated the diversity of talent tapped by the Academy in constructing its faculty teams. They were, in one

person's words, " ... drawn from all areas of education." A returning colleague wrote, "I wouldn't change anything about the ALA format that was followed for Level III this year."

Three Things You WOULD Change about the ALA

Survey item 5 provided respondents with the opportunity to make recommendations for improvement to the Academy in planning its future activities. These are summarized in Table K, page 23.

A prominent request from a number of groups was for even more individual team time and planning activities. Some respondents felt that there was too much Academy emphasis on large-group events at the expense of such team time. Wrote one first-time team member, "The Home Base clusters were less informative than the time we spent in our team. I would provide more discussion, less 'activity,' during large group time and more individual team time." A second criticism of such large-group sessions was as follows: "Since I was new I found everything new and interesting but those who were here before complained about sessions being too long and without a specific outcome to be reached."

Another detractor from such individual team time was perceived to be the icebreakers, games and social events. "Even though I loved the talent shows and ALA Olympics maybe more time could be given to the above [school sharing and team time]." A first-time team member recommended, "Quit the dumb games, i.e., hoops -- meeting, etc. Suggest material is just presented. We all know how to use it without being treated like elementary students."

Respondents also stressed the value of carefully planned and conducted networking and sharing time. A number of them felt that the Swap and Shop could have been better planned and organized to allow for even more exchange and sharing. "I would have liked to have had more time at each table," wrote a first-time team member. "There were many ideas that we wanted to hear more about. Thirty minutes was not long enough," commented a colleague. A first-time team leader recommended, "Invite vendors to display 'goodies' and host social functions, thus reducing the cost to participants."

Table K.
Summarized Key Themes:
Three Things You WOULD Change about the ALA
(Survey Question 5)

Groups	First-Timers	Returnees
Team Members	* Too much walking from place to place * Better organized and planned presentations and activities * Poor logistics of ALA events * Games * Not enough individual team time * More networking with other schools * Longer duration of ALA	* Not enough individual team time * More networking with other schools * Too much walking from place to place * Poor logistics of ALA events * Time ALA closer to start of school year
Team Leaders	* Not enough individual team time * More networking with other schools * Additional time for administrators only * Longer duration of ALA	* More networking with other schools * More cross-team events and activities
Faculty Members/Program Planners	* Too many keynote speakers * More cooperative games * Greater district participation and buy-in	* Additional time for administrators only * More opportunity to get to know one another early on in Academy experience

A repeatedly occurring problem with regard to logistics of ALA activities was the time and energy spent getting to and from individual sessions. "Too much time [was] wasted trotting back and forth between buildings. It could have all been held where we

ate and we could have worked in more workshops, etc." Part of the problem, according to some respondents, was not being used to the thinner mountain air. Another issue was not having clear advance information regarding the location and content of individual events. A returning team member suggested: "Have the get-together picnic right at the dorm -- on the track area if necessary -- keeps people together and helps getting acquainted. Keep [it] early on in [the] week."

A second problem concerning logistics had to do with too-large main meeting rooms. A first-time team member commented that it was difficult to hear the speakers. Stated a returning team member, "[The] Location of [the] keynote speaker seemed distant."

One first-time team member was dissatisfied with the accommodations. "Dorm rooms were very cramped and beds uncomfortable. I don't expect 'resort' comforts, but this was too crowded for 4 adults. Put less people in a room. We aren't teenagers like college kids and don't adapt quite as well!"

A number of respondents felt that the ALA experience needed to be of longer duration. "Add one more day," suggested a first-time team leader. Team leaders suggested even more planning time for themselves only. A returning team member thought that the Academy needed to be held closer to the start of the academic year. "I personally would like to have [the ALA] closer to [the] school year as by September, even though intentions are good, many ideas get forgotten or not followed through on."

A new faculty member/program planner echoed the suggestion for fewer large-group sessions by recommending that the Academy cut down the number of keynote speakers to just two. A colleague recommended "Cooperative based games, not competitive games." The need for greater local administrative buy-in was repeated in the responses to this question.

A returning faculty member/program planner suggested a greater emphasis on carefully planned and organized get-acquainted activities. This individual specifically suggested "Nametags with **BOLDLY PRINTED FIRST NAME** then last name with district/position/etc. -- ask all to wear all the time -- staff, too!" The need for separate leader activities was reiterated by this group. One person recommended that the principal stay for two additional days of follow-up training and support.

Conclusions and Recommendations

The 1992 Arizona Leadership Academy experience was, on balance, a highly beneficial one for the team members, team leaders, faculty members and program planners involved. Some specific strengths of the ALA are as follows:

1. Its emphasis on team building, bonding and interpersonal communication skills activities;
2. Its role in teaching participants the leading-edge educational developments, as conveyed through its outstanding keynote speakers and faculty;
3. Its variety of formal and informal networking opportunities;
4. Its positive influence upon the participants' goals of professional growth and development, as well as the academic achievement of their students;
5. Its balance of leader-oriented and staff interactions and activities;
6. Its timing and location, both conducive to contemplative learning in an attractive environment.

These strengths can be enhanced, and some present insufficiencies improved, through recommendations which include the following:

1. An even greater proportion of planned activities devoted to team building and team bonding, with corresponding reductions in large-group activities;
2. Continued emphasis upon networking and sharing of ideas, with even greater expansion to include speakers and leaders from outside the state;
3. Clearer communication of planned agendas and activities, including:
 - a) ongoing evaluation and a preliminary needs assessment, to see what might best be of benefit to prospective attendees while planning for the upcoming session;
 - b) in particular, informing participants (especially first-time team members) of their need to try and articulate a goal for themselves in advance of their ALA attendance;
4. Make some changes with regard to logistics of the events, including:
 - a) placing meeting rooms closer together to avoid time and energies in getting from one session to another;
 - b) changing large-group locations so that the speakers and other participants can be clearly seen and heard by all those in attendance;

5. Planned follow-up by the Academy, in addition to and outside of the limited-duration summer sessions, to emphasize the following:
 - a) the need for support from site-based supervisors with regard to continuing the team activities and goals begun during the ALA summer session;
 - b) ongoing ALA support to teams and leaders on site to help them in revising and assessing the plans and goals which they developed during the ALA summer session and are operationalizing back home;
6. Possible lengthening of the "ALA experience," including both:
 - a) a longer summer session for all participants;
 - b) more leaders-only sessions and activities both prior to, and following, the team-based activities.

By capitalizing on these strengths, as well as devoting careful attention to the above recommendations, the Arizona Leadership Academy can continue to be a maximally positive experience for its planners, faculty and participants.

Appendix A.

**Copy of ALA Leadership Academy 1992 Evaluation Survey
and Report Card for Goals (last page)**

INITIAL EVALUATION OF IMPACT OF ARIZONA LEADERSHIP ACADEMY

This survey is intended to obtain your thoughts, feelings and perceptions regarding the impact of the Arizona Leadership Academy on significant educational outcomes. Your comments will be very helpful to us as we look at how the Academy has operated, as well as any ways it can be improved in the future.

All individual responses will be read, analyzed and summarized by an independent evaluator (Dr. Mary I. Dereshiwsky, Assistant Professor, Educational Leadership & Research, Northern Arizona University) and doctoral student assistants working under her supervision.

Please answer each question below as fully and candidly as possible. If you need additional space, please feel free to use the back of the sheet and/or attach additional sheets of paper, indicating which question (number) is being continued. ALL RESPONSES WILL BE KEPT STRICTLY CONFIDENTIAL. YOUR NAME AND/OR SCHOOL LOCATION WILL NOT BE ATTACHED TO ANY INDIVIDUAL RESPONSES. THEREFORE, THERE ARE NO "RIGHT OR WRONG" ANSWERS. IN EXCHANGE, WE HOPE THAT YOU WILL FEEL FREE TO BE TOTALLY CANDID IN YOUR RESPONSES. Thank you!

I. Background Information -- Please circle the ONE response that BEST describes you.

1. My role in the Academy was:
 - (a) Participant - Part of a School Team
 - (b) Participant - Leader of a School Team
 - (c) Faculty Member/Program Planner
 - (d) Other (please specify)

2. My professional affiliation is (PLEASE CIRCLE ALL that apply and STAR your PRIMARY affiliation):

- (a) Teacher;
- (b) Administrator;
- (c) Parent;
- (d) School/District Patron;
- (e) Mental Health Services Provider;
- (f) University Faculty Member;
- (g) School Board Member;
- (h) State Department Staff Member;
- (i) Other (please specify).

3. (if applicable) My school is:

- (a) Elementary level;
- (b) Junior high school level;
- (c) High school level.

4. (if applicable) My school is located in the following area:

- (a) Rural;
- (b) Suburban;
- (c) Urban.

Current approximate enrollment (students):

5. OPTIONAL: Please identify your district and school:

6. This was my first experience in the Arizona Leadership Academy:

(a) Yes;

(b) No.

IF NO, how long have you been involved in the Academy?

7. (a) The size of my ALA team was:

(b) Total length of time that we have been a team:

II. Rating of Mission Statement: Attached you will find a copy of the ALA Mission Statement and Goals. It would be very helpful to know what specific parts of the program of each week were most helpful and should be kept, modified, etc.)

(a) On the line to the left of each stated goal, please "grade" it on a scale of A - B - C - D - F regarding to what extent the Academy met or exceeded each of these goals. (***: DAVID, IS IT POSSIBLE FOR YOU TO INCLUDE ONE COPY WITH, SAY, A LINE TO THE LEFT OF EACH GOAL FOR THEM TO GRADE IT?)

(b) What specific programs, events, activities, decisions, plans, new relationships, etc., are being carried out in your current professional situation as a result of your involvement in ALA?

(c) In what specific ways are these having an impact (e.g., for students? the community? parents? team? staff? yourself personally? the school as a whole?)

- (d) What specific evidence do you have to document and measure this impact (e.g., reports, news articles, announcements, personal testimony, studies, statistics)?

III. Evaluation Questions: Please answer each of the following questions as completely and candidly as possible. Please use the back of the page or additional sheets of paper if you need more room.

1. Please identify three (3) goals that you hoped the Arizona Leadership Academy would help you accomplish in EACH of the following areas:
 - a) in terms of improved student learning outcomes:

 - b) in terms of your own professional development:

 - c) other goals (please specify):

- d) Prior to the Academy, you were asked to state a goal that you hoped to achieve. What was this goal?

- e) How would you assess the impact of the Academy in helping you to attain this goal (part d, above)?

- 2. How are you applying what you learned from the Arizona Leadership Academy with respect to:
 - a) your goals for improved student learning?

 - b) your goals for your own professional development?

c) team building with your staff?

d) any other goals you identified in 1c, above?

3. How can the Arizona Leadership Academy do a better job in the future of helping its participants meet their:

a) goals for improved student learning?

b) goals for participants' professional development?

c) team building with your staff?

b) any other goals?

4. Please identify three (3) things that you would NOT change about the Arizona Leadership Academy (e.g., activities, events) and why:

5. Please identify three (3) things that you think should be changed or improved in the Arizona Leadership Academy in the future, and how:

The independent evaluator of the Arizona Leadership Academy would like to continue this study with a series of followup visits and interviews to school sites whose staff participated in the Summer 1992 ALA. A series of confidential individual and small-group interviews of administrators, teachers and staff members is planned. The purpose of these visits and interviews is to continue to evaluate the long-range impact of ALA and the extent to which participants (and their peers) are applying what they have learned in their day-to-day educational job duties.

Dr. Dereshiwsky would be happy to answer any questions that you may have about this followup phase of the study. She can be reached as follows:

phone: (602) 523-1892 or -2611 (messages)

FAX: (602) 523-1929

address: Mary L. Dereshiwsky, Ph.D.
Assistant Professor,
Educational Leadership & Research
Center for Excellence in Education
Northern Arizona University
Box 5774
Flagstaff, AZ 86011-5774

I would like for my school to participate in the in-depth on-site future interviews:

(a) No;

(b) Yes.

IF YES, please provide your school's name and address, as well as the name, telephone number and FAX of a contact person:

THANK YOU VERY MUCH for sharing your thoughts and opinions
with us!

ARIZONA LEADERSHIP ACADEMY - Advanced Level - June 15-19, 1992

Mission:

To assist school leadership teams in making a positive difference in their schools and communities in order to improve the education of the students of Arizona.

Goals:

- _____ 1. Participants will have the opportunity to focus on schools and communities working together to better meet the needs of Arizona students.

- _____ 2. Participants will examine the role of professional growth and development for educators and educational trends as related to their school district, their school and their classrooms.

- _____ 3. School teams will be encouraged to develop a networking process with school teams from around the state, as well as regionally, in order to support their local efforts.

- _____ 4. Participants will focus on the new roles of leadership within schools, including shared decision making and site-based management or decentralized decision making.

- _____ 5. Participants and teams will learn and practice facilitation methods which will assist them, and their school colleagues, in successfully developing and implementing school planning and change.

Appendix B.
ALA Demographic Summary Descriptive Statistics
and Report Cards for Goals

Table 1.
Relative Frequency Distribution: My Job Role
(Survey Question #1)

Academy Role	Number	Percent
Participant - Part of a School Team	48	70.588%
Participant - Leader of a School Team	15	22.059%
Faculty Member/Program Planner	5	7.353%
Other	0	0.000%

Table 2.
Relative Frequency Distribution: My Professional Affiliation
(Survey Question #2)

Affiliation	Number	Percent
Teacher	41	57.746%
Administrator	18	25.352%
Parent	3	4.225%
School/District Patron	1	1.408%
Mental Health Services Provider	0	0.000%
University Faculty Member	0	0.000%
School Board Member	0	0.000%
State Department Staff Member	2	2.817%
Other	6 2 facilitation & planning staff members; 1 school secretary; 1 school counselor/ teacher association leader; 1 plant foreman (support staff); 1 library media specialist	8.451%

Table 3.
Relative Frequency Distribution: My School Level
(Survey Question #3)

School Level	Number	Percent
Elementary	51	72.857%
Junior High	5	7.143%
High School	10	14.286%
Not Applicable	4	5.714%

Table 4.
Relative Frequency Distribution: My School Area
(Survey Question #4)

School Area	Number	Percent
Rural	24	33.803%
Suburban	13	18.310%
Urban	30	42.254%
Not Applicable	4	5.634%

Table 5.
Summary Descriptive Statistics:
Current Approximate School Enrollment (Survey Question #4)
& Size of 1992 ALA Team (Survey Question #7a)

Survey Item	Number	Mean	Standard Deviation	Minimum Value	Maximum Value
Current Approximate School Enrollment	52	1337.865	3416.457	145	25000
Size of 1992 ALA Team	59	6.475	2.508	2	13

Table 6.

**Relative Frequency Distribution: Is This My First ALA Experience
(Survey Question #6)**

Experience	Number	Percent
Yes (First Experience)	51	70.833%
No (Not First Experience)	21	29.167%

Table 7.

**Relative Frequency Distribution: "Report Card" for ALA Goal #1
"Participants Will Have Opportunity to Learn About
Specific Tools for Change (Macro & Micro Level)"**

Grade	Number	Percent
A	29	47.541%
B	20	32.787%
C	7	11.475%
D	4	6.557%
F	1	1.639%

Table 8.

**Relative Frequency Distribution: "Report Card" for ALA Goal #2
"Participants Will Have Opportunity to Learn About
Fundamentals of Planning Process"**

Grade	Number	Percent
A	28	45.902%
B	20	32.787%
C	12	19.672%
D	1	1.639%
F	0	0.000%

Table 9.

Relative Frequency Distribution: "Report Card" for ALA Goal #3

"Participants Will Engage in Activities

Designed to Promote Self-Care"

Grade	Number	Percent
A	17	27.869%
B	23	37.703%
C	16	26.230%
D	1	8.197%
F	0	0.000%

Table 10.

Relative Frequency Distribution: "Report Card" for ALA Goal #4

"Participants Will Learn Assessment Techniques

for Personal, Team, School & Situational Use"

Grade	Number	Percent
A	15	25.000%
B	24	40.000%
C	18	30.000%
D	2	3.333%
F	1	1.667%

Table 11.

Relative Frequency Distribution: "Report Card" for ALA Goal #5

"Participants Will Develop an Ongoing

ALA Support System Network"

Grade	Number	Percent
A	12	20.690%
B	26	44.828%
C	14	24.138%
D	4	6.897%
F	2	3.448%

Table 12.

"Report Card" for ALA Goal #1

**"Participants Will Have Opportunity to Learn About
Specific Tools for Change (Macro & Micro Level)"
Cross-Classified by Job Role (Survey Question #1)**

*****: Counts are in the cells**

Grade	Participant - Part of a School Team	Participant - Leader of a School Team	Faculty Member/ Program Planner	Totals
A	22	5	1	28
B	14	4	1	19
C	2	3	2	7
D	3	1	0	4
F	0	1	0	1
Totals	41	14	4	59

Table 13.

"Report Card" for ALA Goal #2

**"Participants Will Have Opportunity to Learn About
Fundamentals of Planning Process"
Cross-Classified by Job Role (Survey Question #1)**

*****: Counts are in the cells**

Grade	Participant - Part of a School Team	Participant - Leader of a School Team	Faculty Member/ Program Planner	Totals
A	19	6	2	27
B	12	7	1	20
C	9	1	1	11
D	1	0	0	1
F	0	0	0	0
Totals	41	14	4	59

Table 14.

"Report Card" for ALA Goal #3

"Participants Will Engage in Activities

Designed to Promote Self-Care"

Cross-Classified by Job Role (Survey Question #1)

*****: Counts are in the cells**

Grade	Participant - Part of a School Team	Participant - Leader of a School Team	Faculty Member/ Program Planner	Totals
A	13	6	2	16
B	13	8	2	23
C	11	4	0	15
D	4	1	0	5
F	0	0	0	0
Totals	41	14	4	59

Table 15.

"Report Card" for ALA Goal #4

"Participants Will Learn Assessment Techniques

for Personal, Team, School & Situational Use"

Cross-Classified by Job Role (Survey Question #1)

*****: Counts are in the cells**

Grade	Participant - Part of a School Team	Participant - Leader of a School Team	Faculty Member/ Program Planner	Totals
A	9	4	0	13
B	17	4	3	24
C	12	5	1	18
D	2	0	0	2
F	1	0	0	1
Totals	41	13	4	58

Table 16.

"Report Card" for ALA Goal #5

"Participants Will Develop an Ongoing

ALA Support System Network"

Cross-Classified by Job Role (Survey Question #1)

*****: Counts are in the cells**

Grade	Participant - Part of a School Team	Participant - Leader of a School Team	Faculty Member/ Program Planner	Totals
A	7	2	1	10
B	16	8	2	26
C	10	3	1	14
D	4	0	0	4
F	2	0	0	2
Totals	39	13	4	56